

Introduction to Research

Asynchronous online course

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About this course: This course represents an exciting collaboration that crosses multiple UC campuses and your online instruction will include interviews with many faculty across these campuses. Your classmates will be students from UC campuses all over California! The aim of the course is to provide a broad overview about research so you can better understand how being enrolled in the UC system can enable you to engage in cutting edge research, and how research experiences will position you to succeed in college and in your future career.

Course Objectives: This 10-week course is designed to help you understand more about that mysterious entity known as “research”. You will explore and determine what type of research you find most appealing and follow a pathway to conduct research with a faculty mentor. You will also do some self-assessment to figure out what is most interesting and important to you, and fits your personality and priorities. By the end of this class you will be able to:

- Better describe your interests and preferences
- Describe what research means in your major
- Use the library to find multiple sources information
- Compose professional correspondence
- Explain the ethical, legal, safety, and societal impacts that affect and are affected by research

Grading and Assignments: Online activities (60%), Homeworks (40%). Final exam is assigned as part of the online activities and will be due in during finals week.

Office hours: The course instructor(s) is available asynchronously in the forum area on the course website and by appointment through Skype. TAs will hold office hours online (connection details released each week). You can join the chat room at any point during the TA’s specified time window, ask your questions, and sign out. The instructor will post videos of these sessions so that other students can benefit from the discussion as well.

Meeting your classmates: In addition a “coffee break room” will be available for you to drop in and meet/chat with your fellow students. The class is “attended” by students from many different UCs and the coffee break room is meant to be a social site to meet and get to know each other. Drop in when you have a moment between classes to get help on assignments, ask questions, etc. There will also be a “Questions” discussion thread where you can post questions to get help from the instructor, TA and your classmates.

Online Etiquette: Everyone is here to learn, and everyone should feel welcome and supported.

1. **Rule #1:** Be kind. Put extra effort into being polite and positive. Given the lack of intonation and body language, it’s easy for people to misunderstand a brief, purely factual response as brusque or unfriendly. Assume that other people are trying to be polite and positive and that anything that seems unfriendly is an accident. People are not usually intentionally mean in a chat room, but people sometimes sound mean because of the lack of intonation and body language. If you think someone is truly being mean, contact the instructor rather than making a comment in the chat room.
2. **Rule #2:** Never say anything electronically that you wouldn’t be willing to say in person. Think twice before making a comment that could be interpreted as a criticism. It is easy to make socially inappropriate negative comments over the Internet, both intentionally and unintentionally.
3. There is no such thing as a “stupid question.” Feel free to ask simple and basic questions, even if you think everyone else probably knows the answer. The seemingly simple questions are often the most important and most misunderstood.

4. When answering a question, be careful not to unintentionally denigrate the person who posed the question (e.g., don't say "As was stated clearly in the lecture..."). We want to encourage questions, not discourage them.
6. Don't write everything in upper case. This is the text equivalent of shouting.
7. Write in a professional manner, without internet-specific acronyms (e.g., BTW, LOL) and texting shortcuts (e.g., brb, cya). Think of this as an opportunity to practice the kind of writing you will do in the workplace after you graduate.
8. One exception to the previous rule: Use emoticons or brackets to communicate emotion (e.g., "I'm just kidding"). Things like irony and sarcasm are often treated literally when communicated in text form, and you need to provide explicit cues about them to avoid misunderstandings.
9. Write concisely, in short paragraphs (usually no more than 3 sentences per paragraph). This makes things easier to read.
10. If someone asks you a question or responds to one of your posts, respond quickly (within 24 hours). Exception: We shouldn't expect quick responses over weekends or holidays.
11. Stick to things that are relevant for the class. Exception: You can use the "Coffee Break" thread for socializing, etc.

How the online course works:

The course is set up in Canvas. Each week watch the primary lecture and follow instructions regarding watching any additional videos for the module.

	Topic	What this week is about
1	Course Overview History of Research Objectives: <ul style="list-style-type: none"> • Self Discovery, • Appreciation for research, • How to incorporate research in your personal journey 	Welcome to the class! We go over course logistics, learning goals, look a little bit at research beginnings, introduce the concept of research and what it means. No homework: Enjoy your first week of Spring quarter!
2	Research at the UC How is research done?	We further examine what research means in different disciplines using examples from faculty at different UC campuses throughout the state. Homework #1 Faculty videos
3	Introduction to self-discovery	This week you will learn more about yourself. What are your interests, your priorities, your abilities? What kind of personality type are you? Assignment – self assessment tests
4	Self Discovery results Interpreting the Meyers-Briggs	We go over your assessment results to understand what the different personality traits are and how different career options might suit one type better than another. Homework #2 Self assessment reflection
5	What is your field about? Conducting the broad search	Use common search methods to find information about research in your major field of study Assignment #3 Broad search exercise

6	How to narrow a topic of interest	Use more focused search methods to narrow down your list of topics of interest to only a few. Assignment #4 Deeper dive into your interests
7	Using the library	Hone your research skills by learning how to use the library to find information. Assignment #5 Find articles and make a bibliography
8	How to contact professors	How can you compose correspondence to successfully contact professors about research? Assignment #6 Write a letter to a professor
9	Don't give up!	What to do if you are not getting responses to your inquiries No homework, letters will be distributed to you for review
10	<p>Safety, Integrity, and Intellectual Property</p> <ul style="list-style-type: none"> ○ Plagiarism ○ Idea theft ○ Falsification of data ○ Reproducibility of data (new thing, NIH) ○ IRB • Fair use, privacy issues, censorship 	<p>Let's be clear on what constitutes plagiarism. Understanding other benefits to conducting research, such as intellectual property rights for students.x</p> <p>Assignment #7 Critique the letter you have received</p>